

EMERSON PUBLIC SCHOOLS: *WHAT DOES GOOD INSTRUCTION LOOK LIKE?*

A. Classroom Planning and Organization	Exceeds Standards	Meets Standards	Improvement Needed	Unsatisfactory
1. Prepares a complete, relevant lesson plan that is based upon district curriculum guides.	Teacher's goals reflect high-level learning relating to curriculum framework/standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.	Teacher's goals represent valuable learning relating to curriculum framework/standards and are suitable for most students in the class; they reflect opportunities for integration and most permit viable methods of assessment.	Teacher's goals are weakly correlated to curriculum framework/standards and are of moderate value or suitability for students in the class; they consist of a combination of goals and activities, some of which permit viable methods of assessment.	There is little evidence that teacher's goals relate to curriculum framework/standards and represent trivial learning unsuitable for students, or are stated only as instructional activities; they do not permit viable methods of assessment.
2. Demonstrates knowledge of content and interrelates lesson with previously taught material.	Teacher demonstrates an extensive and growing understanding of all aspects of the subject, including vertical and horizontal connections within and beyond the discipline. The teacher purposefully utilizes his/her depth of understanding to anticipate student misconceptions and to stimulate student passion for learning.	Teacher demonstrates a solid understanding of content, concepts and principles of the subject. Teacher demonstrates a strong understanding of the relationships and connections to other disciplines and of student misconceptions.	Teacher's content knowledge represents a developing understanding but does not demonstrate a depth of knowledge, skills, or concepts. Teacher demonstrates a limited understanding of connections to other disciplines or of student misconceptions.	Teacher displays limited or inaccurate understanding of the subject, the structure of the discipline, or the core content standards and the district curriculum. In planning, teacher does not address errors made by students.
3. Prepares materials and assignments that are appropriate for students' ability levels.	Teacher's plans and practice successfully align pedagogical approaches to the diverse needs of the students.	Teacher's plans and practice demonstrate a purposeful attempt to align pedagogical approaches to the diverse needs of the students.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the diverse needs of the students.	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
4. Physical arrangement of class supports and promotes learning. 6. Maintains proper classroom decorum, relevant to the learning activities (e.g. bulletin boards, examples of student work).	Teacher's classroom is safe, and students contribute to ensuring that the physical environment enhances the learning of all students.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and essential learning is accessible to most students, but the furniture arrangement only partially supports the learning activities.	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.
5. Establishes a learning environment that promotes high expectations for students.	A classroom environment exists in which the students assume much of the responsibility for establishing a culture for learning in the classroom by being committed to their work, initiating improvements to their products and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement and student commitment to work.	The classroom environment reflects a developing culture for learning, with modest expectations for student achievement, adequate teacher commitment to the student and average commitment to the subject.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject and little student commitment to the work.

B. Classroom Methodology	Exceeds Standards	Meets Standards	Improvement Needed	Unsatisfactory
1. Lesson goals and objectives are clear, communicated appropriately, aligned to the state standards and are presented in a logical sequence.	Not only are goals clear, appropriate, and differentiated for individuals and groups, but the teacher can clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.	Teacher articulates clear learning goals and provides a well-thought out explanation of why they are appropriate for the students or the teacher articulates clear learning goals that are appropriate for the students and are differentiated for groups or individual students in the class.	Teacher articulates learning goals that are appropriate for most students.	Teacher does not articulate clear learning goals or the teacher has chosen goals that are inappropriate for the students.
2. Gives clear directions and explanations	Teacher directions and procedures are clear to all students and anticipate possible student misunderstanding. Students understand learning goals fully.	Teacher directions and procedures are clear and contain an appropriate level of detail that students seem to understand.	Teacher directions and procedures are clarified after initial student confusion or directions and procedures are excessively detailed.	Teacher directions and procedures are confusing to students or the teacher gives inaccurate information about goals and procedures.
3. Challenges students at their individual levels of ability.	Teacher's plans and practice successfully align pedagogical approaches to the diverse needs of the students.	Teacher's plans and practice demonstrate a purposeful attempt to align pedagogical approaches to the diverse needs of the students.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the diverse needs of the students.	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
4. Feedback to students is consistent and timely	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	Teacher consistently and successfully provides feedback to students that is accurate, substantive, instructive, specific, and timely.	Teacher attempts to provide feedback to students that is accurate, instructive, and timely.	Teacher's feedback to students is not evident, of poor quality, and/or is not given in a timely manner.
5. Demonstrates a variety of instructional approaches suitable to different learning styles	Multiple learning styles were reached and deliberately balanced throughout the course of the lesson.	A few learning styles were reached and deliberately balanced during the lesson.	Only one learning style was incorporated into the lesson.	Learning styles were not addressed throughout the course of the lesson.
6. Student participation in discussion and classroom activities is evident. The teacher attempts to engage all students.	All students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allows for differentiation, student reflection and closure.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, instruction that is differentiated, and suitable structure and pacing of the lesson.	Students are somewhat intellectually engaged as a result of activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing or minimal differentiation.	Few students are intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representation, or lack of differentiation or content, or lack of lesson structure.
7. Questioning is appropriate and promotes higher order of thinking	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.	Teacher's use of questioning and discussion techniques consistently reflects high-level questions, true discussion, and participation by most students.	Teacher's use of questioning and discussion techniques reflects an attempt at some high-level questions, true discussion, and evokes moderate student participation.	Teacher makes inadequate use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.
8. Summarizes and evaluates the lesson	Assessment practices are fully aligned to instructional goals and curriculum framework/standards. Assessments are valid, reliable and promote higher-level thinking. Teacher utilizes multiple forms of formative and summative measures to analyze student growth and inform practice. Students use various assessment tools to monitor their own growth.	Assessment practices are aligned to instructional goals and curriculum framework/standards. Assessment criteria and standards are understood by students. Teacher uses formative or summative assessment results to change future instruction on a consistent basis. Assessment practices identify needs of individual students to inform practice.	Assessment practices are limited to evaluating instructional goals. Assessment criteria and standards are partially understood by students. Teacher uses summative assessments with little or no evidence of formative assessments.	Methods of assessment are either not evident or not congruent with the instructional goals of the lesson. There is little or no evidence of assessment criteria or standards.

B. Classroom Methodology	Exceeds Standards	Meets Standards	Improvement Needed	Unsatisfactory
9. The teacher makes adequate use of instructional time; transitions and the pacing of the lesson is appropriate	Groups and students working independently are productively engaged in valuable, well-paced instructional activities. Students assume considerable responsibility for the completion of non-instructional routines.	Teacher provides activities of instructional value for entire time and paces them appropriately. Routines are handled with little loss of instructional time.	The pacing of the lesson is only appropriate for some students. Non-instructional procedural matters occupy an excessive amount of time.	Substantial amounts of instructional time are spent on activities of little instructional value or the pacing of the lesson is inappropriate to the content or the students.
10. Adjustments are made to the lesson when appropriate	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students. Teacher employs an extensive repertoire of instructional strategies and solicits additional resources.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions. Teacher employs an expanded repertoire of instructional strategies.	Teacher demonstrates some flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students Teacher employs a limited repertoire of instructional strategies.	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.

C. Student Management	Exceeds Standards	Meets Standards	Improvement Needed	Unsatisfactory
1. Maintains daily routines and established classroom rules and procedures that are effective.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.	Classroom routines and procedures have been established and function smoothly.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures are either nonexistent or inefficient, resulting in significant loss of instructional time.
2. Develops in students a sense of responsibility toward the rights and property of others. 3. Acknowledges students' accomplishments in a positive manner. 4. Utilizes encouragement and/or criticism in a constructive manner 5. Displays firm but friendly manner toward students; avoids nagging and sarcasm	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions, both between teacher and students and among students, are appropriate and free from conflict but may be characterized by occasional inconsistencies.	Classroom interactions, both between teacher and students and among students, are generally negative or inappropriate and characterized by sarcasm, put-downs or conflict.
6. Teaches habits of self-control through established behavior standards. 7. Identifies and consistently addresses student misbehavior.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student's needs.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher makes an effort to establish standards of conduct for students, monitor students' behavior, and respond to student misbehavior, but these efforts are not always successful.	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.
8. Understands students' personal problems and handicaps and accepts them with consideration.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests; uses this knowledge to plan for individual student learning.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests; uses this knowledge to plan for groups of students.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests; attempts to use this knowledge in planning for the class as a whole	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interest and does not use such information in planning.